

## INTRODUCTION

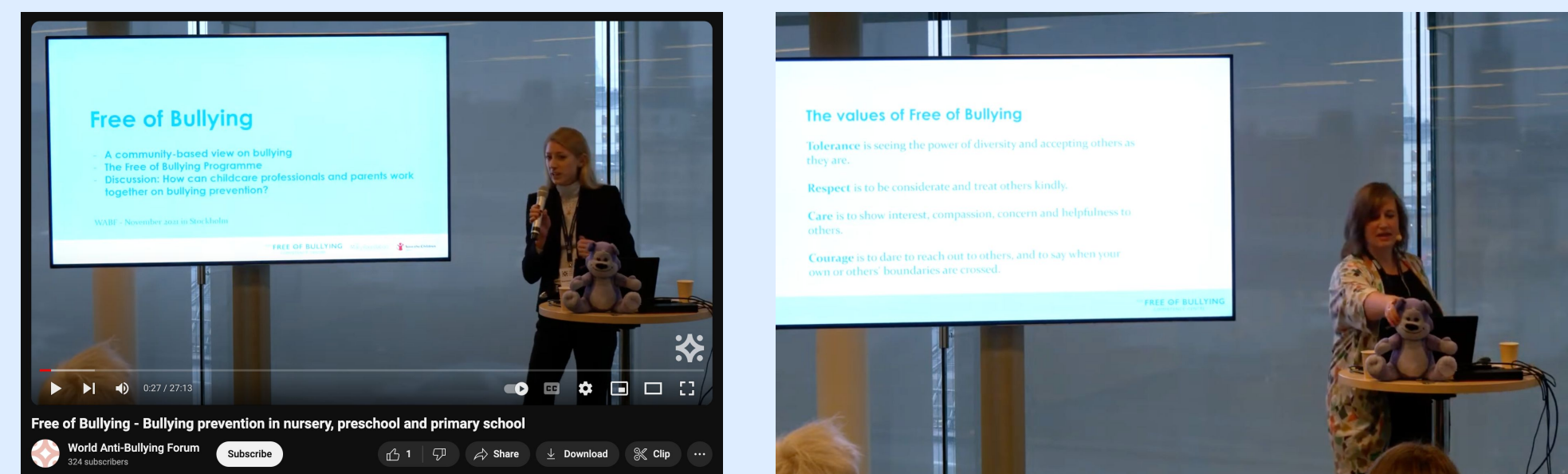
Bullying is most prevalent for middle school students in America and it is also one of the biggest causes to suicide in teenagers. Most American public middle school students attend anti-bullying presentations annually, however, there is no focus on teaching teachers the indications of bullying or a child's rights. The research conducted attempts to test the efficacy of these anti-bullying programs for all upper elementary school teachers. There will be workshops hosted for teachers to learn more about the laws behind bullying and being an active bystander in dangerous or uncomfortable situations. These lessons will occur multiple times over the course of a week and efficacy surveys will be filled out by participants before and after they go through the curriculum.

## RESEARCH METHODOLOGIES

- There will be two groups of testing: A treatment group and a control group
  - The control group will watch a video related to anti-bullying education and answer a knowledge check afterwards. This is meant to mimic a traditional online training that exists now.
  - The treatment group will go through three anti-bullying workshops. These workshops will be discussion based and will guide teachers to face difficult questions and situations.
- I recruited teachers into both of these groups from Mrs. Kim Voge from El Morro Elementary School. The teachers learned about the trainings from a teacher networking Facebook group
- Both groups will fill out a survey and answer how much they agree with statements related to bullying prevention. The surveys will be administered both before and after the trainings.
- All information in the trainings are from government websites as well as cases from the United States Court of Appeals for the Ninth Circuit. The "remote" trainings utilized videos from the World Anti Bullying Forum.

## DATA AND FINIDNGS

### Traditional Approach



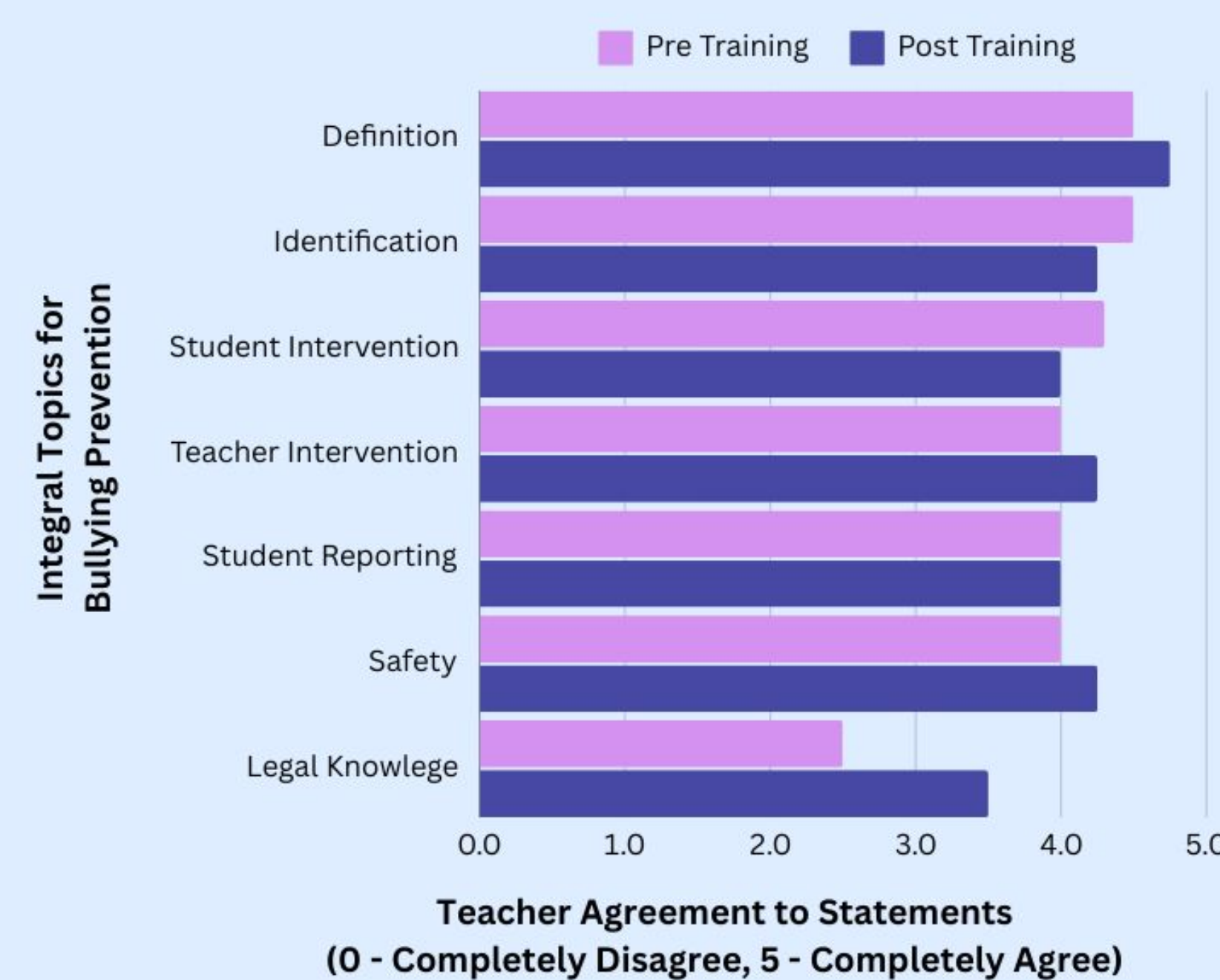
Teachers receiving a traditional approach of anti-bullying training learned through an interpersonal and non collaborative approach.

### Reimagined Approach

AFTER SEEING CALIFORNIA'S BULLYING PREVENTION REQUIREMENTS, WHAT SURPRISED YOU? WHAT DO YOU WISH WAS THERE?

DESCRIBE A TIME YOU WITNESSED OR EXPERIENCED BULLYING? HOW DID THIS AFFECT YOU?

In the trainings I conducted, teachers would be encouraged to collaborate and discuss with each other. They are given the space to share personal experiences and offer professional advice to each other.



## Teacher Responses and Takeaways

"California needs to take bullying seriously and to work with families and adults in the communities as well as educators to learn about how to prevent bullying from an early age."  
- 3rd Grade Teacher

"We need to shift our paradigm away from bullies and victims to supporting a healthy community. Adults are responsible for providing and teaching kids how to have a safe space."  
- K-5 Teacher

"I want my classroom to be safe and affirming for all students (beyond the laws like Seth's law and district bullying and case law)"  
- 10th-12th Grade Teacher

## NEXT STEPS AND CONCLUSIONS

The largest challenge related to this project was understanding the inner workings of a school district. I struggled finding out who to reach out to and who my audience would be. Originally I was planning on focusing the research in Laguna Beach Unified, however, due to this district being a smaller district, I realized that the control and treatment groups would be very small. Also, Laguna Beach Unified is one of the districts that have little to no issues related to bullying, therefore, some of the data may be skewed and not a true representation of public schools throughout the state. As for next steps, I strongly believe that there should be a federal policy requiring anti-bullying education for teachers. California is one of the few states that require anti-bullying training for teachers but there should be more focus on how to teach boundaries and consent within classrooms. Also, what I have realized is that many teachers do not realize that there are so many ways to integrate anti-bullying and boundary-setting education into their classrooms. Therefore, it will be beneficial if schools began to integrate this education into their classroom cultures.

## ACKNOWLEDGEMENTS / REFERENCES

Special Thank You to Jun Shen, Meldie Moore, and the Laguna Beach Unified School District for making this possible for me.

### QR Code to Research Paper:



### THE DEFINITION OF BULLYING

Welcome to today's lesson! Thank you for attending!

#### Agenda

- How do different people see bullying?
- What is the official definition of bullying?
- What are the different types of bullying?
- How is California different from other states in anti-bullying law?

### BECOMING AN UPSTANDER

Hello! Thank you so much for coming today!

#### Agenda

- What is an active bystander?
- Advocacy for bullying in multiple perspectives
- Case study activity

### RETURN TO YOUR CLASSROOM

Thank you for coming to our final lesson!

#### Agenda

- Summarizing what we've learned
- How can you apply this to your classroom?
- Favorite books and activities related to bullying prevention